

Cycle A	
<p>Term 1</p> <p><u>Explorers</u></p>	<p>SCIENCE</p> <p><u>Materials- Christopher Columbus boat</u></p> <ul style="list-style-type: none"> • I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • I can describe the simple physical properties of a variety of everyday materials • I can compare and group together a variety of everyday materials on the basis of their simple physical properties <p><u>Seasons</u></p> <ul style="list-style-type: none"> • I can observe changes across the 4 seasons • I can observe and describe weather associated with the seasons and how day length varies. <p>HISTORY</p> <ul style="list-style-type: none"> • I can recount changes that have occurred in my own life • I can place events and artefacts in order on a time line. • I can label time lines with words or phrases such as: past, present, older and newer. • I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • The story and life of Christopher Columbus • I can describe historical events. • I can describe significant people from the past. • I can recognise that there are reasons why people in the past acted as they did. • I can identify some of the different ways the past has been represented. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> • I can name and locate the world's 7 continents and 5 oceans • I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map <p>ART AND DESIGN</p> <p>Collage-Columbus ship collage</p>

- I can create images from a variety of media – fabric, photocopies, crepe paper, magazines...
- I can collect, sort, group materials for different purposes in different ways
- I can arrange and glue materials to different backgrounds - fold, crumple, tear, overlap papers

DESIGN AND TECHNOLOGY

Creating a floating ship

- I can talk about realistic ideas for their design (use previous experiences)
- I can draw labelled pictures
- I can give simple verbal or written explanations
- I can model ideas
- I can consider purpose and appeal for audience
- I can evaluate against design criteria
- I can evaluate and explore a range of existing products
- I can suggest improvements and next steps
- I can learn about designers/ inventors
- I can create stable, free standing structures by tearing, folding, cutting, rolling, curling, joining paper/ card + combining materials to strengthen
- I can use fixed joins e.g. glue, sellotape, staples + hinges
- I can learn about designers/ inventors
- I can use a hole punch or a stapler

Columbus ship sandwich

- I can use the basic principles of a healthy and varied diet to prepare dishes
- I can understand where food comes from.

PE

Dance

- I can copy and remember moves and positions.
- I can move with careful control and coordination.
- I can link two or more actions to perform a sequence.
- I can choose movements to communicate a mood, feeling or idea.

Outdoor ball games

- I can throw and catch ball on my own
- I can throw a ball to a partner
- I can catch a ball

MUSIC

Hands, feet, heart

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

Basic skills

- I can click and drag with a mouse or trackpad.
- I can switch on and shutdown a computer independently.
- I can launch an application by double clicking it.
- I can confidently double click with a mouse or trackpad.
- I can save my work in my folder independently. I can log on and log off on a computer independently.
- I can manipulate an application window by moving and resizing it.

E- SAFETY

Privacy & Security

- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).
- I can describe and explain some rules for keeping my information private.
- I can explain what passwords are and can use passwords for my accounts and devices.

RE

Year 2 Creation

- I can describe some of the teachings of a religion
- I can recognise, name and describe some religious artefacts, places and practices.

KS1 Curriculum – 2 Year Cycle

	<p>PSHE <u>Being in my world- Year 2</u> I understand the rights and responsibilities as a member of my class I know that I belong to my class I understand the rights and responsibilities of being a member of my class I know how to make my class a safe place for everybody to learn I know my views are valued and can contribute to the Learning Charter I can recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences I can recognise the range of feelings when I face certain consequences I understand my rights and responsibilities within our Learning Charter I can understand my choices in following the Learning Charter</p>
<p>Term 2 Around the world</p>	<p>SCIENCE <u>Habitats</u></p> <ul style="list-style-type: none"> I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) I can identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals I can notice that animals, including humans, have offspring which grow into adults <p>HISTORY <u>The Gunpowder Plot</u></p> <ul style="list-style-type: none"> I can describe historical events. I can describe significant people from the past. I can recognise that there are reasons why people in the past acted as they did I can show an understanding of the concept of nation and a nation's history. I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <p>GEOGRAPHY <u>Comparing UK and one of the world's rainforests</u></p> <ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

ART AND DESIGN

Painting

- I can use brushes of different sizes and types for particular effects
- I can use a smooth, sweeping motion when painting
- I can explore different types of paint e.g. watercolour and acrylic (poster) paint
- I can name and mix secondary colours
- I can mix and match colours to objects
- I can work on different scales

PE

Invasion games

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

Dance – Christmas play

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.

MUSIC

Ho! Ho! Ho!

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

We Are Treasure Hunters

- Motion – I can control motion by specifying the number of steps to travel, direction and turn.

E- SAFETY

Health, Well-Being & Lifestyle

- I can explain simple guidance for using technology in different environments and settings.
- I can say how those rules/guides can help me.

RE

Advent ring

Christmas story with a focus on Angels

Hinduism

- I can name some religious symbols.
- I can explain the meaning of some religious symbols.
- I can describe some of the teachings of a religion.
- I can describe some of the main festivals or celebrations of a religion

PSHE

Celebrating Difference- Year 2

- I can tell you some ways I am different from my friends.
- I understand these differences make us all special and unique.
- I can identify some ways in which my friend is different from me.
- I can tell you why I value this difference about him/her

<p>Term 3 Dinosaurs</p>	<p>SCIENCE Animals including humans</p> <ul style="list-style-type: none"> • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>HISTORY</p> <ul style="list-style-type: none"> • I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Observe or handle evidence to ask questions and find answers to questions about the past. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> • I can name and locate the world's continents and oceans • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • I can use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>ART AND DESIGN</p> <ul style="list-style-type: none"> • I can manipulate clay in a variety of ways – rolling, joining, moulding, kneading, coiling • I can work safely with clay tools, adding texture to clay models <p>DESIGN AND TECHNOLOGY</p> <ul style="list-style-type: none"> • I can make models including simple levers and sliders, pop ups or hinges (Harry and the dinosaur pop up bucket slider) • I can use a hole punch or stapler <p>PE <u>Outdoor games</u></p> <ul style="list-style-type: none"> • I can use the terms 'opponent' and 'team-mate'.
-----------------------------	--

- I can use rolling, hitting, running, jumping, catching and kicking skills in combination.
- I can develop tactics.
- I can lead others when appropriate.

Gymnastics – year 1 animals

- I can copy and remember actions.
- I can move with some control and awareness of space.
- I can link two or more actions to make a sequence.
- I can show contrasts (such as small/tall, straight/curved and wide/narrow).
- I can travel by rolling forwards, backwards and sideways.
- I can hold a position whilst balancing on different points of the body.
- I can climb safely on equipment.
- I can stretch and curl to develop flexibility.
- I can jump in a variety of ways and land with increasing control and balance.

MUSIC

I wanna play in a band

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

We are TV chefs

- I can use a range of applications and devices in order to communicate ideas, work and messages.
- I can control motion by specifying the number of steps to travel, direction and turn.

E- SAFETY

Online Bullying

KS1 Curriculum – 2 Year Cycle

	<ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples. • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline. <p>RE <u>Baptism of Jesus and baptism</u> <u>Young Jesus</u></p> <ul style="list-style-type: none"> • I can describe some of the teachings of a religion. • I can describe some of the main festivals or celebrations of a religion <p>PSHE <u>Dreams and goals- year 2</u></p> <ul style="list-style-type: none"> • I can Dreams and Goals • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. • I know how to store the feelings of success in my internal treasure chest • I can explain some of the ways I worked cooperatively in my group to create the end product. • I can express how it felt to be working as part of this group.
Term 4 Giants	<p>SCIENCE <u>Animals including humans – Fact book about humans for a giant</u></p> <ul style="list-style-type: none"> • I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>HISTORY n/a</p> <p>GEOGRAPHY- Mapping out the town from the 'Smartest Giant in Town'</p> <ul style="list-style-type: none"> • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • I can use basic geographical vocabulary to refer to:

KS1 Curriculum – 2 Year Cycle

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

ART AND DESIGN

- N/A

DESIGN AND TECHNOLOGY- fairy tale wheel

- I can talk about realistic ideas for their design
- I can draw labelled pictures
- I can give simple verbal or written explanations
- I can model ideas
- I can consider purpose and appeal for audience
- I can make models including simple winding mechanism
- I can make a model including a simple lever, slider or pop up hinge

PE

Running and jumping

- I can use rolling, hitting, running, jumping, catching and kicking skills in combination.

Gymnastics – Twinkl landscapes

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

MUSIC

Zootime

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.

KS1 Curriculum – 2 Year Cycle

	<ul style="list-style-type: none"> • I can create a mixture of different sounds (long and short, loud and quiet, high and low). • I can choose sounds to create an effect. • I can sequence sounds to create an overall effect. • I can create short, musical patterns. • I can create short, rhythmic phrases. • I can use symbols to represent a composition and use them to help with a performance. • I can identify the beat of a tune. • I can recognise changes in timbre, dynamics and pitch. <p>COMPUTING <u>We are photographers</u></p> <ul style="list-style-type: none"> • I can use a range of applications and devices in order to communicate ideas, work and messages <p>E- SAFETY <u>Managing Online Information</u></p> <ul style="list-style-type: none"> • I can use the internet to find things out. • I can use keywords in search engines and use voice-activated searching. • I can explain why some information I find online may not be true. <p>RE <u>Maundy Thursday Easter story focus on Anger in the Temple</u></p> <ul style="list-style-type: none"> • I can identify the things that are important in their own lives and compare these to religious beliefs. • I can relate emotions to some of the experiences of religious figures studied. • I can ask questions about puzzling aspects of life. <p>PSHE <u>Healthy Me- year 2</u></p> <ul style="list-style-type: none"> • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. • I can recognise how being healthy helps me to feel happy. • I can make some healthy snacks and explain why they are good for my body. • I can express how it feels to share healthy food with my friends
Term 5 Growing	<p>SCIENCE Plants</p> <ul style="list-style-type: none"> • I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • I can identify and describe the basic structure of a variety of common flowering plants, including trees • I can observe and describe how seeds and bulbs grow into mature plants

	<ul style="list-style-type: none"> I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>HISTORY NA</p> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> I can identify land use around the school <p>ART AND DESIGN</p> <ul style="list-style-type: none"> I can create an indented print – polystyrene block I can create a repeated pattern – use 2+ colours, overlap, regular, irregular... I can experiment with over printing motifs and colour I can develop ideas from the natural/ man made environment I can begin to sketch to make a quick record I can use a viewfinder I can cut out template shapes I can do over sewing and a running stitch I can work on different scales <p>DESIGN AND TECHNOLOGY</p> <ul style="list-style-type: none"> I can use large eyed needles to complete running stitches I can cut and shape fabric using scissors I can apply shapes with glue or stitching I can decorate with beads and buttons I can apply colour by printing, dipping and fabric crayons <p>PE</p> <p><u>Outdoor games-</u> Year 2 unit 2 – Val Sabin- Making up games with a partner. Aiming, hitting and kicking</p> <ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. <p><u>Dance – plants</u></p> <ul style="list-style-type: none"> I can copy and remember moves and positions. I can move with careful control and coordination. I can link two or more actions to perform a sequence. I can choose movements to communicate a mood, feeling or idea.
--	---

MUSIC

Friendship song

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

Presentations

- I can use a range of applications and devices in order to communicate ideas, work and messages.

E- SAFETY

Ownership

- I can explain why work I create using technology belongs to me and why other people's work belongs to them.
- I can save my work so that others know it belongs to me (e.g. filename, name on content)
- I can recognise that content on the internet may belong to other people.
-

RE

The church

The Bible and the Torah

- I can identify how they have to make their own choices in life.
- I can explain how actions affect others.
- I can show an understanding of the term 'morals'.
- I can recognise, name and describe some religious artefacts, places and practices.

PSHE

Relationships- Year 2

KS1 Curriculum – 2 Year Cycle

	<ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me and express how I feel about them. I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends
Term 6 The seaside	<p>SCIENCE Habitats (seaside)</p> <ul style="list-style-type: none"> I can identify and name a variety of plants and animals in their habitats, including microhabitats <p>HISTORY</p> <ul style="list-style-type: none"> I can describe significant historical events, people and places in their own locality. I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. I can observe or handle evidence to ask questions and find answers to questions about the past. I can ask questions such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, online sources and databases to find out about the past. I can identify some of the different ways the past has been represented. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> I can name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. <p>ART AND DESIGN</p> <ul style="list-style-type: none"> I can experiment and control lines using a range of drawing tools/ surfaces. I can explore tone/ shading using different grades of pencil I can begin to sketch to make a quick record I can use a viewfinder I can create fabrics by weaving materials <p>DESIGN AND TECHNOLOGY</p> <ul style="list-style-type: none"> I can experiment with constructing and joining using recycled and man-made materials – rolled up paper, straws, card, boxes... <p>MUSIC <u>Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> I can take part in singing, accurately following the melody. I can follow instructions on how and when to sing or play an instrument. I can make and control long and short sounds, using voice and instruments. I can imitate changes in pitch.

KS1 Curriculum – 2 Year Cycle

- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

PE

Swimming

- I can enter and exit the water safely.
- I can blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.
- I can coordinate leg and arm movements for at least one stroke.
- I can move from a flat floating position on the back and front, and return to standing without support

Athletics/ Multi-skills sports day

- I can use the terms 'opponent' and 'team-mate'.
- I can use rolling, hitting, running, jumping, catching and kicking skills in combination.

COMPUTING

We are story tellers

- I can use a range of applications and devices in order to communicate ideas, work and messages.

E- SAFETY

Self Image & Identity

- I can recognise that there may be people online who could make me feel sad, embarrassed or upset.
- I can explain how other people's identity online can be different to their identity in real life.

RE

Worship (Christian and Jewish)

- I can name some religious symbols.
- I can explain the meaning of some religious symbols.
- I can recognise, name and describe some religious artefacts, places and practices.

KS1 Curriculum – 2 Year Cycle

	<ul style="list-style-type: none"> I can describe some of the teachings of a religion. I can describe some of the main festivals or celebrations of a religion <p>PSHE <u>Changing Me- Year 2</u></p> <ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/ girl.
Cycle B	
Down under	<p>SCIENCE <u>Materials</u></p> <ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses <p>Australian habitats</p> <ul style="list-style-type: none"> I can identify and name a variety of plants and animals in their habitats, including microhabitats I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Autumn walks</p> <ul style="list-style-type: none"> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can observe changes across the 4 seasons I can observe and describe weather associated with the seasons and how day length varies. <p>HISTORY N/A</p> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> I can -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

- I can ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

ART AND DESIGN

Aboriginal paintings

- I can use brushes of different sizes and types for particular effects
- I can explore different types of paint
- I can name and mix secondary colours
- I can mix and match colours to objects
- I can work on different scales
- I can explore adding black and white paint to create different tints/ tones
-

DESIGN AND TECHNOLOGY

- I can mark out and cut accurately and safely with scissors
- I can demonstrate a range of shaping techniques – tearing, folding, cutting, curling
- I can use temporary joins e.g. treasury tags, split pins, blue tac, paper fasteners
- I can use fixed joins e.g. glue, sellotape, staples + hinges

MUSIC

Hey you

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

Free Scratch investigations

- Motion – I can control motion by specifying the number of steps to travel, direction and turn.
- Looks – I can add text strings, show and hide objects and change the features of an object.
- Sound – I can select sounds and control when they are heard, their duration and volume.
- Draw – I can control when drawings appear and set the pen colour, size and shape.
- Events – I can specify user inputs (such as clicks) to control events
- Control – I can specify the nature of events (such as a single event or a loop)
- Sensing – I can create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).

E- SAFETY

Privacy & Security

- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).
- I can describe and explain some rules for keeping my information private.
- I can explain what passwords are and can use passwords for my accounts and devices.

RE

Year 1 Creation

- I can describe some of the teachings of a religion
- I can recognise, name and describe some religious artefacts, places and practices.

PE

Dance

- I can copy and remember moves and positions.
- I can move with careful control and coordination.
- I can link two or more actions to perform a sequence.
- I can choose movements to communicate a mood, feeling or idea.

Outdoor ball games

- I can throw and catch ball on my own
- I can throw a ball to a partner
- I can catch a ball

PSHE

Being in my world – year 1

- I understand the rights and responsibilities for being a member of my class and school
- I recognise when I feel worried and know who to ask for help
- I understand the rights and responsibilities for being a member of my class

KS1 Curriculum – 2 Year Cycle

	<ul style="list-style-type: none"> I can help to make my class a safe and fair place I can listen to other people and contribute my own ideas about rewards and consequences I can help make my class a safe and fair place I understand how following the Learning Charter will help me and others learn I can work cooperatively I understand how following the Learning Charter will help me and others learn I am choosing to follow the Learning Charter
Fire	<p>SCIENCE <u>Materials</u></p> <ul style="list-style-type: none"> I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>HISTORY <u>Great Fire of London</u></p> <ul style="list-style-type: none"> I can ask questions such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, online sources and databases to find out about the past. I can identify some of the different ways the past has been represented. I can show an understanding of the concept of nation and a nation's history. <p>GEOGRAPHY N/A</p> <p>ART AND DESIGN <u>Great fire of London Collage</u></p> <ul style="list-style-type: none"> I can create images from a variety of media – fabric, photocopies, crepe paper, magazines... I can collect, sort, group materials for different purposes in different ways I can arrange and glue materials to different backgrounds - fold, crumple, tear, overlap papers <p>DESIGN AND TECHNOLOGY <u>Christmas biscuit and fruit salad for party</u></p> <ul style="list-style-type: none"> I know about a healthy diet I can cut peel and grate ingredients safely I can measure food using measuring cups or scales I understand where food comes from <p>PE</p>

Dance -the gunpowder plot + Christmas Play dance preparation

- I can copy and remember moves and positions.
- I can move with careful control and coordination.
- I can link two or more actions to perform a sequence.
- I can choose movements to communicate a mood, feeling or idea.

MUSIC

Rhythm in the way you walk and the banana rap

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

We are games testers

- Motion – I can control motion by specifying the number of steps to travel, direction and turn.
- Looks – I can add text strings, show and hide objects and change the features of an object.
- Sound – I can select sounds and control when they are heard, their duration and volume.
- Draw – I can control when drawings appear and set the pen colour, size and shape.
- Events – I can specify user inputs (such as clicks) to control events
- Control – I can specify the nature of events (such as a single event or a loop).
- Sensing – I can create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).

E- SAFETY

Health, Well-Being & Lifestyle

- I can explain simple guidance for using technology in different environments and settings.
- I can say how those rules/guides can help me.

KS1 Curriculum – 2 Year Cycle

	<p>RE <u>Christingle</u> <u>Christmas story</u> <u>Hinduism</u></p> <ul style="list-style-type: none"> I can recognise, name and describe some religious artefacts, places and practices. <p>PSHE <u>Celebrating Difference- Year 1</u></p> <ul style="list-style-type: none"> I can tell you some ways I am different from my friends. I understand these differences make us all special and unique. I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her.
Winter wonderland	<p>SCIENCE <u>Working scientifically</u></p> <ul style="list-style-type: none"> Melting – ice cube investigation. Where is the best place to keep an ice cube? <p><u>Cold habitats</u></p> <ul style="list-style-type: none"> I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> I can identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>HISTORY- Ernest Shackleton</p> <ul style="list-style-type: none"> I can describe significant people from the past. <p>GEOGRAPHY – <u>Hot and cold climates around the world</u></p> <ul style="list-style-type: none"> I can name and locate the world's 7 continents and 5 oceans I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- I can use simple compass directions
- I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

ART AND DESIGN- Clay Polar bear

- I can manipulate clay in a variety of ways
- I can work safely with clay tools

PE

Invasion games

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

Yoga- sun salutation

- Hold a position whilst balancing on different points of the body.
- Stretch and curl to develop flexibility.
- Copy and remember actions.
- Move with some control and awareness of space

MUSIC

In the groove

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

We are painters

KS1 Curriculum – 2 Year Cycle

	<p>I can use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>E- SAFETY</p> <p>N/A</p> <p>RE</p> <p><u>The Bible</u></p> <ul style="list-style-type: none"> • I can identify how they have to make their own choices in life. • I can explain how actions affect others. • I can show an understanding of the term 'morals'. <p>PSHE</p> <p><u>Dreams and goals- year 1</u></p> <ul style="list-style-type: none"> • I can Dreams and Goals • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. • I know how to store the feelings of success in my internal treasure chest • I can explain some of the ways I worked cooperatively in my group to create the end product. • I can express how it felt to be working as part of this group.
Space	<p>SCIENCE</p> <p><u>Materials</u></p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

HISTORY

Neil Armstrong

- I can show an understanding of the concept of nation and a nation's history.
- I can describe historical events.
- I can describe significant people from the past.
- I can identify some of the different ways the past has been represented.
- Ask questions such as: What was it like for people? What happened? How long ago?

GEOGRAPHY

- I can use world maps to identify America and Neil Armstrong's home state

ART AND DESIGN- alien love underpants- sewing underpants

- I can use large needles to complete running stitch
- I can cut and shape fabric with scissors
- I can apply shapes with glue or stitching
- I can decorate with beads, buttons, feathers

DESIGN AND TECHNOLOGY-winding alien space ship and food for an alien part (linked with 'HEALTHY ME' PSHE)

- I can make models including simple winding mechanisms
- I know about a healthy diet
- I can cut peel and grate ingredients safely
- I understand where food comes from

PE

Year 2 unit 3 – Val Sabin- *dribbling, kicking and hitting*

- Use rolling, hitting, running, jumping, catching and kicking skills in combination.

Dance

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

MUSIC

Round and round

- I can take part in singing, accurately following the melody.

- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

We are astronauts

- Motion – I can control motion by specifying the number of steps to travel, direction and turn.
- Looks – I can add text strings, show and hide objects and change the features of an object.
- Sound – I can select sounds and control when they are heard, their duration and volume.
- Draw – I can control when drawings appear and set the pen colour, size and shape.
- Events – I can specify user inputs (such as clicks) to control events
- Control – I can specify the nature of events (such as a single event or a loop)
- Sensing – I can create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).

E- SAFETY

Online Relationships

- I can use the internet with adult support to communicate with people I know.
- I can use the internet to communicate with people
- I don't know well (e.g. email a pen pal in another school/country).

RE

Jewish Home

Jewish Shabbat meal

- I can name some religious symbols.
- I can explain the meaning of some religious symbols.
- I can recognise, name and describe some religious artefacts, places and practices.

KS1 Curriculum – 2 Year Cycle

	<p>PSHE <u>Healthy Me- year 1</u></p> <ul style="list-style-type: none"> • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. • I can recognise how being healthy helps me to feel happy. • I can make some healthy snacks and explain why they are good for my body. • I can express how it feels to share healthy food with my friends
Green	<p>SCIENCE Green plants and trees</p> <ul style="list-style-type: none"> • I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • I can identify and describe the basic structure of a variety of common flowering plants, including trees • I can observe and describe how seeds and bulbs grow into mature plants • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Endangered animals</p> <ul style="list-style-type: none"> • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • I can identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals <p>Recycling investigation</p> <ul style="list-style-type: none"> • Working scientifically <p>Seasons</p> <ul style="list-style-type: none"> • I can observe changes across the 4 seasons • I can observe and describe weather associated with the seasons and how day length varies. <p>HISTORY n/a</p> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> • I can name and locate the world's 7 continents and 5 oceans <p>ART AND DESIGN- recycled art work</p> <ul style="list-style-type: none"> • I can experiment with constructing and joining using recycles and manmade materials

DESIGN AND TECHNOLOGY

- I can use a saw

PE

Bat and ball skills Year 1- Val Sabin- unit 3 – bat and ball skills and games and skipping

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

Gym -Val Sabin- Year 1 unit D *Flight, bouncing jumping and landing*

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

MUSIC

Your imagination

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

KS1 Curriculum – 2 Year Cycle

	<p><u>Creating presentations</u></p> <ul style="list-style-type: none"> I can use a range of applications and devices in order to communicate ideas, work and messages. <p>E- SAFETY</p> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> I can use the internet with adult support to communicate with people I know. I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/country). <p>RE</p> <p><u>Palm Sunday Stories</u></p> <p><u>Jesus Told</u></p> <ul style="list-style-type: none"> I can identify how they have to make their own choices in life. I can explain how actions affect others. I can show an understanding of the term 'morals'. <p>PSHE</p> <p>Relationships- Year 1</p> <ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me and express how I feel about them. I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.
It's a bug's life!	<p>SCIENCE</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> I can identify and name a variety of plants and animals in their habitats, including microhabitats I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>HISTORY</p> <p>n/a</p> <p>GEOGRAPHY</p> <p>Investigation</p> <ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>ART AND DESIGN</p> <p>N/A</p>

DESIGN AND TECHNOLOGY- insect printing

- I can create an indented print
- I can create a repeated pattern
- I can experiment with over printing
- I can develop ideas from natural/ man made environment

PE

Swimming

- I can enter and exit the water safely.
- I can blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.
- I can coordinate leg and arm movements for at least one stroke.
- I can move from a flat floating position on the back and front, and return to standing without support

Athletics/ Multi-skills sports day

- I can use the terms 'opponent' and 'team-mate'.
- I can use rolling, hitting, running, jumping, catching and kicking skills in combination.

MUSIC

Reflect, rewind and replay

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

COMPUTING

We are detectives

- I can use a range of applications and devices in order to communicate ideas, work and messages.

E- SAFETY

Online Reputation

- I can recognise that information can stay online and could be copied
- I can describe what information I should not put online without asking a trusted adult first.
- I can explain how information put online about me can last for a long time.
- I know who to talk to if I think someone has made a mistake about putting something online.

RE

The church

- I can identify the things that are important in their own lives and compare these to religious beliefs.
- I can relate emotions to some of the experiences of religious figures studied.
- I can ask questions about puzzling aspects of life.
- I can recognise, name and describe some religious artefacts, places and practices.

PSHE

Changing Me- Year 1

- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.
- I respect my body and understand which parts are private.
- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.
- I can tell you what I like/don't like about being a boy/ girl.